

SD State Standards Disaggregated English Language Arts

Strand:	Reading for Informational Text	Anchor Standard:	Key Ideas and Details	Grade level:	5
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Standards Relating to Key Ideas & Details

5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5.RI.3 Explain the relationships and/or interactions between two or more individuals, events, ideas, concepts, or steps in procedures in historical, scientific, or technical text.

Key Ideas and Details: Relevance and Essential Questions: What's the point?

<i>Essential Questions</i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i>Big Idea Statements</i> <i>(What students need to discover)</i>
When would using someone's exact words be important?	A quote is different than a paraphrase.
When is knowing details important?	Details are important to support a main idea.
How has someone's actions affect another person?	People and events continually influence each other.

Learning Progression: Key Ideas & Details (5.RI.1 5.RI.2 5.RI.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4.RI.1 Explain what a text says explicitly and draw inferences by referring to details and examples in the text.	5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	6.RI.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	6.RI.2 Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.
4.RI.3 Explain events, steps in procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	5.RI.3 Explain the relationships and/or interactions between two or more individuals, events, ideas, concepts, or steps in procedures in historical, scientific, or technical text.	6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>5.RI.1</p> <ul style="list-style-type: none"> • Quotations • Inference <p>5.RI.2</p> <ul style="list-style-type: none"> • Main Idea • Key Details • Summarize <p>5.RI.3</p> <ul style="list-style-type: none"> • Relationships • Interactions • Non-fiction genres <ul style="list-style-type: none"> ○ scientific texts ○ historical texts ○ technical texts 	<p>5.RI.1 Evidence from the text is used to support inferences and explanations.</p> <p>5.RI.2 Main ideas are supported by details. It is important to use key details in text to determine the main idea.</p> <p>5.RI.3 Good readers make connections within a text. Relationships between events and individuals can be found in a text. Non-fiction can include historical, scientific, and technical texts.</p>	<p>5.RI.1 Make an inference and quote the text that led to the inference.</p> <p>5.RI.2 Identify key details that support the main idea in a text. Summarize the text by including the main idea and key details. Explain how key details support the main idea of a text.</p> <p>5.RI.3 Explain the relationships between two or more individuals, events, or ideas in the text using supporting details from the text.</p>

Student Friendly Language
<p>5.RI.1 I can quote accurately from the text to support my inferences. I can quote accurately from the text when explaining what the text says explicitly.</p> <p>5.RI.2 I can use details to determine the main idea of the text. I can explain the important details that support the main idea of what I read. I can use the main idea and important details to summarize the text.</p> <p>5.RI.3 I can use specific facts in historical, scientific, or technical text to explain relationships or interactions found in text. I can explain the relationships and interactions between two or more individuals, events, ideas, concepts, or steps in procedures within a nonfiction text.</p>

Key Vocabulary		
<p>5.RI.1</p> <ul style="list-style-type: none"> • Explain • Inferences • Quote • Explicit • Accurate • Paraphrase • Conclude 	<p>5.RI.2</p> <ul style="list-style-type: none"> • Main Idea • Summary • Determine • Key Details • Main Idea 	<p>5.RI.3</p> <ul style="list-style-type: none"> • Relationship • Interaction • Concept • Procedure • Historical Text • Scientific Text • Technical Text

Relevance and Applications: How might the skills in the standards be applied at home, on the job, or in a real-world, relevant context?

Explain the directions on how to play a game.

Using details and facts makes our point of view stronger.

Paying attention to details helps us be accurate.

When we understand how people and events influence each other, we can make better choices.

Read and discuss newspapers, periodicals, or articles on the Internet.

Understanding the policies in the student handbook keep us informed.

Use a technical manual to put things together or make things work.

Resources

<https://doe.sd.gov/octe/ELA-resources.aspx>

Achievement Level Descriptors

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5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5.RI.3 Explain the relationships and/or interactions between two or more individuals, events, ideas, concepts, or steps in procedures in historical, scientific, or technical text.

Level 1	Level 2	Level 3	Level 4
<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> • Minimally determine one idea, and quote accurately, explicit details and implicit information to support answers or inferences. • Minimally, with significant support, explain the relationships and/or interactions between two or more individuals, events, ideas, concepts, or steps in procedures in historical, scientific, or technical text, using details to support answers. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> • Partially determine two or more ideas, and quote accurately, explicit details and implicit information to support answers or inferences; and use partial evidence to justify their own literary interpretations. • Partially, with minimal support, explain the relationships and/or interactions between two or more individuals, events, ideas, concepts, or steps in procedures in historical, scientific, or technical text, using details to support answers. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> • Adequately determine two or more ideas, and quote accurately, explicit details and implicit information to support answers or inferences; and adequately use evidence to justify their own literary interpretations. • Adequately explain the relationships and/or interactions between two or more individuals, events, ideas, concepts, or steps in procedures in historical, scientific, or technical text, using details to support answers. 	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"> • Thoroughly determine three or more ideas, and quote accurately, explicit details and implicit information to support strong answers or inferences; and thoroughly use evidence to justify their own literary interpretations. • Adequately explain the relationships and/or interactions between two or more individuals, events, ideas, concepts, or steps in procedures in historical, scientific, or technical text, using details to support answers.